

Eastern Elementary School

School Improvement Plan 2020-21

Introduction

Description

Eastern Elementary School is located ten miles east of Kokomo in Greentown, an incorporated town of under 2,500 people. The Eastern Howard School Corporation, our district, has the largest geographical area and smallest population of the five corporations in the county. Howard County, like many places in our state, has a shrinking population and a level or declining economic profile. In the money-follows-the-child era, this is not an ideal starting point.

Yet here we are, the school-home to 683 boys and girls in grades KG -5th. We have five classrooms in grades KG – 3nd and 5th and four classrooms in grade 4. We also host a KG – 7th Functional Lifeskills program divided over two classrooms. Eastern Elementary hosts over 280 “transfer” students. These families send their children to school in Greentown from at least 13 other school corporations. They choose Eastern Elementary School with the belief that we offer their child the best possible education.

Eastern education is based on literacy. We stress reading instruction that is on a student’s level at all times, and we have the resources for powerful early intervention. Guided reading is firmly in place in grades KG – 3 as seen in our school’s IREAD results: 91% of Eastern Elementary School students passed the last year the spring and summer IREAD3 test had been given.

As our student population has increased, it has allowed us to carefully expand our professional staff. Eastern Elementary enjoys the services of a school counselor. We have continued to expand our student’s learning in exploring College and Career readiness and Employability Skills standards in character education. These standards are aligned with IDOE standards and the ASCA Mindset and beliefs.

Our counselor’s impact on test coordination and data mining has become indispensable. However, our counselor’s greatest influence has been on the social-emotional well-being of our students: character education, bullying prevention, and a genuinely supportive disposition have added to our school immeasurably.

Eastern Elementary School has a technology coach and a literacy coach working in our building. Our coaches are each experienced teachers who work to support excellent instruction. The 41 classroom teachers at Eastern Elementary are the strength of what we do, and there is not a more dedicated and knowledgeable staff anywhere.

We are proud to be a school of choice at Eastern Elementary School. We are proud of the results we are seeing, and we are proud of our staff. This is not to say that we are satisfied or complacent, however.

Curriculum

Eastern Elementary School uses the Indiana Academic State Standards to guide lesson planning and look forward to gearing our lessons towards passing the next phases of the changing state standardized assessment.

The written curriculum for each grade level that is available in the main office is in the process of revision. At Eastern Elementary School we have important decisions to make concerning the format of our school's curriculum. A product of this School Improvement Plan must be a curriculum revision initiative. EES teaching staff and administration will be updating this document as part of our three-year plan.

Assessment Pieces

The student achievement assessments at Eastern Elementary School continue to be the ILEARN tests for 3rd through 5th graders. Although not a factor in school accountability, the 3rd grade IREAD is an important internal benchmark. These tests are summative, however, and their once-a-year frequency limits their usefulness.

For the purposes of leveling instruction and progress monitoring, Eastern Elementary teachers collect more frequent student achievement data. We have incorporated Fountas and Pinnell into all grades K-5. And, NWEA into grade K-5. We implemented the CogAt and SIGS assessments to help identify students of high ability.

Eastern Elementary School's Counselor maintains a virtual "Data Wall" to make sense of all this information. The Data Wall is a spreadsheet with a space for each student and each of the assessments they've taken over the years. Based on recent results of a staff survey, most staff members who actually use the data wall only look for test scores (BOY/MOY/EOY). They are not necessarily looking for trends or other data connections. Eastern Elementary School will be implementing a physical data wall to visualize and track these data progressions and trends.

Eastern Elementary School boasts a school culture that is constantly evaluating and refining its assessment practices. We are cautious in our changes, and we weigh the question of how much "testing" is too much. The trend toward using learning data to support instruction and decision-making is expanding.

Staff

Eastern Elementary School has a staff of 41 certified teachers. Twenty-eight of our teachers have ten or more years of experience. Each teacher is licensed for the area in which they teach.

Our building's administration consists of a principal, an assistant principal, and a school counselor. Corporation-level administration includes our Special Services Director and the Director of Technology; these individuals are commonly in our building to support

instruction. We have added a combined 4th and 5th self-contained high ability classroom of 22 students.

We enjoy the services of 19 non-certified teaching assistants. These individuals are classified as Title I, Special Education, Functional Life Skills, and general education paraprofessionals, a Special Education Department and Life Skills aides. Eastern employs a school-wide literacy coach that is available to professionally develop teachers in guided reading practices. Finally, we enjoy the services of the corporation's technology coach and iPad manager.

Other staff members include our daytime custodian and three second-shift custodians. We have a school nurse on duty when the children are present. We have a kitchen staff of 8 employees. Our corporation has 20 bus drivers, and we consider each one a member of the EES staff. Last, but not least, is our front office staff of 1 full-time employee.

Parental Participation

Eastern Elementary School has an active Parent-Teacher Organization that supports students and staff. Our PTO organizes many important school activities from fundraisers, to Track and Field Day and the 5^h grade Camp Tecumseh field trip. They have purchased many supplies and equipment for our classrooms. The PTO provides an annual honors breakfast, staff appreciation week goodies, bus driver appreciation events, a monthly newsletter, talent night, dances, movie nights, volunteer recognition, and spaghetti dinner. Parent participation has been lower in the past couple years. The PTO is looking for ways to entice more parents to be active in their organization.

Many parents volunteer in our classrooms. Attendance at open houses at the beginning of the school year is very high. Each October, at parent/teacher conferences, parent attendance is around ninety-seven percent. Parents also serve a vital role in serving on committees as needed. Parents use the school's Skyward student management software to access their children's grades, discipline, and homework online.

Eastern Elementary School is a forerunner in using social media to engage parents. We have a school Facebook page and a Twitter feed. Many classroom teachers have created their own Facebook pages, Remind accounts, Class Dojo, and Bloomz as a way to engage with parents. Whereas some schools have banished the use of social media, the staff at Eastern Elementary School has embraced it. But, now that there are so many choices and ways to communicate, we are going to investigate with our parent population the most effective way to get messages home.

We have planned "Parent Nights" and other parental involvement night opportunities to help parents learn more about the school with the goal of making them an important part in the learning process.

Technology as a Teaching Tool

While we claim to have a balanced curriculum, Eastern Elementary School's use of technology is phenomenal. In 2012, Eastern Elementary was the first in this area to begin issuing an iPad to every student in August. Now, 2020, the entire Eastern School Corporation enjoys a 1:1 electronic device program where each student in grades KG through 12th grade is issued an iPad. Eastern iPads can be taken home at night and over weekends.

Eastern Elementary School was the first school in our county to move to a 1:1 environment. Our progress has been the topic of a presentation at the annual Model Schools Conference in June of 2012, at the Indiana School Boards Association in September 2012, and the Indiana Association of Public School Superintendents in November 2012. During the 2012-2013 school year, Eastern Elementary School hosted over 20 educational tours by schools or groups to see how our mobile devices are implemented. Eastern Elementary School and Eastern Howard School Corporation have been recognized as an Apple Distinguished Program for the past five years.

Eastern is also a leader in the E-Learning movement. We provide all students with relevant and current curriculum on E-Learning days. These are not canned lessons saved for a snowy day. Many contain videos the teachers create and star in as they teach the skill for that day.

Eastern Elementary School is an educational technology leader. We have teachers taking ownership over the process, and we devote staff to support their efforts. Eastern Elementary is proud to share our experiences with others, and we are committed to changing with the times.

Safe and Disciplined Learning Environment

Eastern Elementary School is committed to a safe and orderly environment for learning. At our school there are regular evacuation and emergency drills, and an emergency preparedness plan is in place. Eastern Elementary School stresses the safety of the students as the top daily priority. We have a certified School Safety Specialist on staff.

Eastern Elementary School provides a disciplined learning environment for students. Recent legislation has increased the emphasis on "bullying." Eastern Elementary School teachers have always known of their responsibility to report suspected abuse or neglect, and we are getting used to the idea of the required reporting requirements in cases of overt unwanted, repeated acts or gestures. The education of staff is only part of the answer however; parent and student training sessions are ongoing.

Student discipline is the responsibility of all Eastern Elementary School staff members. It takes a continuous and unified effort to provide a positive climate for learning. While traditionally the domain of the assistant principal, our school counselor is a key part of the school disciplinary efforts. Many times, school discipline is a matter of removing

obstacles to learning and offers support services to students in behavior and emotional situations that affect the school day.

Professional Development

Professional development is the creation of a cohesive staff with a coherent approach to education. When Eastern School Corporation puts aside resources for two dedicated technology trainers, a high ability coach/coordinator, and two elementary school literacy coaches, the priority is clear. We are dedicated to providing flexible, varied and timely training for teachers ready to employ the latest instructional methods. Our trainers' creative methods include a weekly newsletter, small group or individual training, observation / feedback sessions, and emergency consultations.

The biggest professional development resource we have is the gift of time. Starting in the 2012-2013 school year, Eastern School Corporation restructured the teacher day to include a possible 30 minutes of daily professional development time. This session lasts from 7:30 – 8:00 AM (if professional development is scheduled).

Promoting Cultural Competency

Ensuring that teachers and staff address the learning needs of an increasingly diverse student population is a school and district priority. Professional development sessions are regularly devoted to getting to know our students and their families, and data is regularly disaggregated to see that each sub-group is making adequate progress. Please see the Summary of Data from Annual Performance Reports section for evidence.

2018-19 ILEARN Data

The following pages contain the most recent ILEARN results. The data is disaggregated for each of the required sub-groups and for sub-groups unique to Eastern Elementary School (i.e. Title I, transfer students, ect.).

2018-19 L.A. ILEARN results for all students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	31%	23%	28%	18%	46%
Fourth	33%	30%	24%	13%	37%
Fifth	37%	31%	22%	10%	32%

2018-19 Math ILEARN results for all students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	20%	29%	34%	17%	50%
Fourth	23%	19%	42%	16%	58%
Fifth	26%	36%	23%	15%	38%

2018-19 L.A. ILEARN results for all SPED students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	55%	27%	18%	0%	18%
Fourth	60%	25%	15%	0%	15%
Fifth	63%	26%	11%	0%	11%

2018-19 Math ILEARN results for all SPED students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	45%	27%	18%	9%	27%
Fourth	50%	25%	20%	5%	25%
Fifth	42%	32%	21%	5%	26%

2018-19 L.A. ILEARN results for all Title I students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	58%	26%	16%	0%	16%
Fourth	45%	39%	13%	3%	16%
Fifth	39%	46%	13%	2%	15%

2018-19 Math ILEARN results for all Title I students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	34%	47%	19%	0%	19%
Fourth	34%	32%	34%	0%	34%
Fifth	30%	43%	20%	7%	27%

2018-19 L.A. ILEARN results for all Transfer students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	26%	24%	42%	8%	50%
Fourth	35%	27%	22%	16%	38%
Fifth	26%	41%	15%	18%	33%

2018-19 Math ILEARN results for all Transfer students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	13%	37%	37%	13%	40%
Fourth	29%	16%	45%	10%	55%
Fifth	18%	44%	26%	12%	38%

2018-19 L.A. ILEARN results for all Free students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	27%	27%	33%	13%	46%
Fourth	55%	26%	15%	4%	19%
Fifth	24%	48%	12%	16%	28%

2018-19 Math ILEARN results for all Free students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	23%	33%	33%	11%	44%
Fourth	44%	26%	26%	4%	30%
Fifth	24%	20%	44%	12%	56%

2018-19 L.A. ILEARN results for all Reduced students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	33%	22%	33%	11%	44%
Fourth	14%	43%	22%	21%	33%
Fifth	45%	18%	27%	10%	37%

2018-19 Math ILEARN results for all Reduced students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Third	33%	33%	11%	22%	33%
Fourth	21%	0%	58%	21%	79%
Fifth	36%	36%	10%	18%	28%

2018-19 Social Studies ILEARN results for all 5th Grade students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
Fifth	27%	27%	26%	20%	46%
5th SPED	63%	11%	11%	16%	27%

2018-19 Science ILEARN results for all 4th Grade students:

Grade	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency	Total At/ Above Proficiency
4th	30%	12%	27%	31%	58%
4 th SPED	50%	15%	20%	15%	35%

Conclusions about Current Educational Programming at EES

Eastern Elementary School curriculum and instructional strategies support high student achievement of Indiana's Academic standards. The 2018-19 ILEARN scores were below expectations for Eastern Elementary School. With the changing academic standards and state level assessment structure, we were interested to see if we would compare to the averages of the state. Eastern performed at or above state average in 4 categories and below state average in proficiencies in 4 categories.

Student Achievement Objectives / Goals

Eastern Howard School Corporation Goals-Pertaining to EES

- At least 90 percent of Eastern Howard School Corporation Students will pass both the Math and English/Language Arts sections of ILEARN and the End of Course Assessments. (See attached scores and SIP Update)
- Eastern Howard School Corporation will have at least a 95 percent attendance rate for all schools. (96% 2018-2019)
- At least 95 percent of Eastern Howard 3rd graders will be reading at or above grade level. (91% Spring 2019).

Improvement Goals: Areas for Immediate Improvement

Eastern Elementary School's 2018-19 ILEARN data reveals areas for immediate focus:

Goal # 1: The staff of Eastern Elementary School will update their curriculum map/scope and sequence. Each month updates will be made in selected areas and posted. A published copy will also be updated online and made available in the office. Teachers will use the Wonder, Go Math, and Discovery Science series to assist in the process.

Goal # 2: EES must focus attention to the increase of passing proficiency scores of our subgroups; specifically Title I and Special Education students. Teachers and paraprofessionals will remediate, progress monitor, and update the projected data via our new data wall. EES will have Title I and Special Education subgroups increase their proficiency pass rate by 10% from the current subgroup data. Teachers are committed to this increase every year, until we reach a 50% proficiency pass rate in each subgroup category.

Goal #3: EES will increase the number of Parent Involvement Events/Parent Night activities. Attendance will be taken to track the number of parents attending each event. Topics have been chosen based off of surveys given to parents and staff early in the 2020-2021 school year. Many events held in the evenings in the past were poorly attended. We will begin adding daytime events to see if that increases attendance. In the process of conducting the meetings, we are going to try to determine the best ways to communicate with parents personally and promote the school via social media.

Proposed Interventions to Meet Goals

Here is a look at Eastern Elementary School interventions designed to boost student achievement and spur growth. Each intervention is aligned with a category: *Relationships, Rigor & Relevance, or Education Technology.*

Rigor and Relevance	Relationships	Educational Technology
	<i>Interventions already in place.</i>	
Title I Support Jumpstart and Summer School K-2 Standards Based Report Card 21 st Century Learning Homework Club/Enrichment Reading Recovery Guided Reading Block Curriculum review and editing RTI HA licensure opportunity (1 teacher-2 nd year of training)	School Counselor Character Education Community service projects Social media usage Anti-bullying education Parent volunteers Kids Hope Century Villa Visits PTO Positive behavior supports Morale boosting events. Anti-bullying reporting stations. Howard Community Behavioral Health	Canvas iPads 1:1 with many education apps and productivity apps. Weekly PD from Tech Coaches Digital Math and Science series. E Learning and Flipped Lessons Campus wide Wifi Mac Lab and 3D printing lessons and opportunities for students.
	<i>Interventions being explored/piloted.</i>	
Math interventions Data Wall-Physical wall with FERPA guidelines in place. Dyslexia screening Common Resource Time to increaSE TITLE I, Speech, and Special Education services. SLANT Programming	Staff mentoring and retention program: 10 teachers to participate. Dyslexia Specialist	Introduction of more coding into the curriculum.

Multi-Year School Improvement Plan

Tasks	Professional Development	Products
	<i>2017-2018 School Year</i>	
Review 2016-17 SIP and draft 2017-18 SIP. Curriculum mapping and alignment with iSTEP+ Blueprints	Guided Reading improved at all grade levels. Data-driven instruction. Review Standards and curriculum maps. Year 1 for IPLI for principal.	Fontas and Pinnell NWEA
	<i>2018-2019 School Year</i>	
Review 2017-18 SIP and draft 2018-19 SIP. Curriculum mapping and alignment with iLearn Blueprints.	Math PD and schoolwide consistency building. HA Conference ESSA Conference Model Schools Conference	NCTM memberships iLearn Blueprints NWEA MAP data sheets
	<i>2019-2020 School Year</i>	
Curriculum and instruction PLC's. STEM Certification Year 2 of Plan. Research Computer Science for 2020 implementation Author mentoring program tailored to EES. Dyslexia screening	McGraw Hill Wonders Reading Series-Training HA Conference ESSA Conference STEM PD and School Visits IDOE Mentoring MOODLE Dyslexia Specialist	NCTM memberships ILEARN Blueprints NWEA MAP data sheets Math remediation products Borrowed Mentoring programs and IDOE resources. Multiple leveled Dyslexia screening tools
	<i>2020-2021 School Year</i>	
Curriculum and instruction PLC's. STEM Certification Year 3 of Plan. Computer Science for 2020 implementation Edit mentoring program.	Math professional development HA Conference STEM PD and School Visits Model Schools Conference	NCTM memberships ILEARN Blueprints NWEA MAP data sheets Math remediation products Borrowed Mentoring programs and IDOE resources.
	<i>2021-2022 School Year</i>	
Curriculum and instruction PLC's. STEM Certification Year 4 of Plan or receive certification.	Math professional development HA Conference ESSA Conference STEM PD and School Visits	NCTM memberships ILEARN Blueprints NWEA MAP data sheets Math remediation products
	<i>2022-2023 School Year</i>	
Curriculum and instruction PLC's. STEM Certification Year 5 of Plan or receive certification.	Math professional development HA Conference (STEM PD and School Visits) Model Schools Conference	NCTM memberships ILEARN Blueprints NWEA MAP data sheets Math remediation products